

**ICAHN
CHARTER SCHOOL 1**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 9, 2013

By Daniel Garcia

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Daniel Garcia and Dr. Arthur H. Pritchard prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Voting Board Position
Gail Golden	President
Carl C. Icahn	Member
Julie Goodyear	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Robin Williams	Parent Guardian Assn. President

Daniel Garcia has served as the Principal since October 1, 2008.

Calease Phillips was the principal of record for the school year 2012-2013. Daniel Garcia became Supervisor-in-Charge of the building in January 2013 during Ms. Phillips' Leave of Absence.

INTRODUCTION

The mission of the Icahn Charter School 1 (ICAHN 1) is to use the Core Knowledge curriculum developed by E.D. Hirsch, to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility.

ICAHN 1 opened in September 2001 and initially served Kindergarten through grade two. One grade was added each year culminating in grade eight. Presently ICAHN 1 has its full complement of students in grades K–8. Our school is composed of 49.5% African American and 37.8% Latino children, with a free and reduced lunch rate of 81.2%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children, who have demonstrated a deficiency in ELA or Mathematics, as evidenced by the results of an assessment test, are placed in our Targeted Assistance Program. Our Targeted Assistance program consists of in-school remediation, after-school tutoring and Saturday Academy. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction. A full complement of afterschool programs is offered, including chess team, journalism, girl scouts, boy scouts, basketball, football, track and field, step team and cheer leading. We are particularly proud that dozens of our children are provided with a summer camp experience with the Fresh Air Fund and a private camp. A chapter of the National Junior Honor Society was initiated in 2008 and will continue in 2013. In the 2009 – 2010 school year a chapter of the National Elementary Honor Society was developed and continues today.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10	38	39	39	35	39	37	40	36	28	-	-	-	-	331
2010-11	38	38	40	35	35	36	38	37	38	-	-	-	-	332
2011-12	37	40	37	38	34	34	37	39	35	-	-	-	-	331
2012-13	38	40	40	36	40	33	35	36	30	-	-	-	-	328

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn Charter School 1 Students will become proficient readers of the English language.

Background

Our ELA curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill readers, workbooks, a strong emphasis on writing, extensive classroom libraries and by-monthly assessments. Our ELA specialist provides small group instruction (Targeted Assistance/TA) for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of reading. The results of all practice tests go through an intensive error analysis by the Director of Assessment and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and ELA specialist to provide remediation lessons for the targeted children. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the child out of TA where appropriate, as well as accept new students as required by their practice test results. The ELA program is personally supervised by the Principal and Staff Developer. We are consistently monitoring the alignment of the ELA materials with the NYS ELA Curriculum as well as Core Knowledge. The children in grades K-8 began utilizing the SuccessMaker software in ELA in 2009-10 school year as a means of improving student ELA ability. SuccessMaker offers individualized ELA prescriptions.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 3 through 8 in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2012-13 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total	Not Tested ²	Total
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¹ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

	Tested	IEP	ELL	Absent	Enrolled
3	34	0	0	0	34
4	40	0	0	0	40
5	33	0	0	0	33
6	35	0	0	0	35
7	35	0	0	1	36
8	30	0	0	0	30
All	207	0	0	1	208

Results

2012-13 is the first year NYS testing has been based on the core curriculum standards. The results constitute a baseline for use in subsequent years. They also display a significant difference between the proficiency levels achieved as compared with the school's performance measures, where 75% of students are to demonstrate proficiency. When students who have not been enrolled at the school for at least two years were subtracted from the total proficiency levels dropped at each grade level.

Students completing the NYS 3rd through 8th grade ELA assessments had either been enrolled at the school for at least two years, or were newer to the school. The table below illustrates the difference between those who have been enrolled for at least two years, and others as follows: Grade 3 (33 and 1 = 34); Grade 4 (38 and 2 = 40); Grade 5 (32 and 1 = 33); Grade 6 (34 and 1=35); Grade 7 = 36; and Grade 8 = 30. All students in Grades 7, and 8 have been enrolled at the school for at least two years.

Performance on 2012-13 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	38.2	34	39.4	33
4	40.0	40	42.0	38
5	63.6	33	65.6	32
6	40.0	35	38.4	34
7	08.5	36	08.5	36
8	16.6	30	16.6	30
All	34.48	208	35.08	203

Evaluation

The measure was not made.

Additional Evidence

Comparison of 2010-11 and 2011-12 scores shows students in each of six cohorts demonstrated or continued to demonstrate high performance ranging from 83% to 100%. As the result of the impact of the NYSED testing system, based on the common core learning standards, all cohorts dropped to below the 75% target to 34.75% with a range of 8.5% (grade 7) to 63.6% (grade 5).

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	85.7	35	94.5	37	39.4	33
4	100	35	100	36	42.0	38
5	100	36	100	32	65.6	32
6	83.3	36	94.4	35	38.4	34
7	97.3	37	94.5	37	08.5	36
8	94.1	34	88.8	35	16.6	30
All	93.4	213	95.3	212	35.08	203

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

ICAHN 1 students in grades 3 through 8 grade students achieved a Performance Index value of 122.4.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

208	12.0	53.6	29.2	5.2
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$$\begin{array}{rclclclclcl}
 \text{PI} & = & 53.6 & + & 29.2 & + & 5.2 & = & 88 \\
 & & & & 29.2 & + & 5.2 & = & \underline{34.4} \\
 & & & & & & \text{PLI} & = & 122.4
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

Leave Blank

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

Results

ICAHN 1 students in grades 3 through 8, except grade 7 outscored their CSD 9 peers by 24.22%. 3rd graders out scores their CSD 9 peers by 27.3%, and 4th graders, outscored their CSD 9 peers by 31.7%. 5th graders outscored their District 9 peers at 50.5%, 6th graders outscored their District 11 peers by 30.5%, and 8th graders outscored their District 9 peers by 7.1%. Grade 7 students underscored their District 9 peers by 2.0%.

**2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	39.4	33	11.9	2952

⁴ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

4	42.0	38	10.3	2763
5	65.6	32	13.1	2682
6	38.4	34	7.9	2824
7	08.5	36	10.5	2891
8	16.6	30	9.5	2905
All	35.08	203	10.53	14,603

Evaluation

The measure was met.

Additional Evidence

While ICAHN 1 grade 3 through 8 students did not achieve the target proficiency measure, given the impact of testing based on the common core learning standards, they did maintain a significant difference in their performance as compared with their District 9 peers.

In 2010-11 ICAHN 1 3rd through 8th grade students enrolled for at least two years achieved a higher score by 68%; while in 2011-12 the difference when comparing 3rd through 8th grade students was 72.6% and in 2012-13 the difference when comparing 3rd through 8th grade students was lower at 24.22.%.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	85.7	31.2	94.5	28.2	39.4	11.9
4	100	32.5	100	34.6	42.0	10.3
5	100	29.3	100	32.1	63.6	13.1
6	83.3	23.5	94.4	25.8	38.4	7.9
7	97.3	17.7	94.5	22.7	08.5	10.5
8	94.1	18.6	88.8	22.2	16.6	9.5
All	93.4	25.4	95.3	22.7	34.75	10.53

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

⁵ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

As a result of the 2011-12 Comparative Performance Analysis ICAHN 1 students achieved an Effect Size of 2.12. The school was identified as “higher than expected to a large degree”

2011-12 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		38	78.9	43.7	35.2	2.20
4		36	88.9	47.7	41.2	2.62
5		34	73.5	45.7	27.8	1.71
6		37	86.5	39.9	46.6	2.95
7		37	45.9	36.1	9.8	0.61
8		35	74.3	33.9	40.4	2.62
All		70.6%	217	74.6	41.2	33.5

School’s Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

The measure was met.

Additional Evidence

The school has consistently scored well above the required Effect Size.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-8	-	-	-	-	-
2010-11	3-8	65	216	71.8	42.4	1.79
2011-12	3-8	70.6	217	74.6	41.2	2.12

Goal 1: Growth Measure⁶

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.⁷

Results

Leave Blank

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ See the Guidelines.

Goal 1: Optional Measure - Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of district 9 and of the following similar schools: PS/MS 4, PS 42, PS 55, IS 313, and IS 339.

Method - This measure compares the performance of Icahn Charter School 1 students with those of District 9, and four comparable schools, which are PS/MS 4, PS 42, PS 55, IS 313, and IS 339. Data were collected from recently released 2010-11 NYSED ELA and Math scores.

Results - On the 2012-13 NYS ELA examination, Icahn 1 students in Grades 3-8 out-scores their peers in each of the comparable schools, whether those schools were K-8 (PS/MS-4), elementary (PS-42, or PS-55) or middle school (IS 313 or IS 339). Icahn 1 students outscored PS – 4 students by 29.27%, PS-42 and PS 55 by approximately 40%, and IS 313 and IS 339 by more than 17%

2012-2013 NYS ELA Percent Level 3 or Higher By All Students*						
School	PS/MS 4	PS 42	PS 55	IS 313	IS 339	ICAHN 1
Grade 3	7.5	8.5	3.2	-	-	38.2
Grade 4	16.7	2.7	4.4	-	-	40.0
Grade 5	29.8	8.4	1.2	-	-	63.6
Elem Avg	18.0	6.53	2.93	-	-	47.27
Grade 6	10.3	-	-	0	5.6	40.0
Grade 7	21.3	-	-	7.5	8.2	8.5
Grade 8	11.7	-	-	0.8	5.6	16.6
MS Avg	14.4	-	-	2.76	6.46	21.7
Total	16.21					25.86

Evaluation

The measure was met

Summary of the English Language Arts Goal

ICAHN 1 did not achieve its Absolute 1 measure in 2012-13. 3rd through 8th grade students enrolled for at least two years achieved 35.08% proficiency.

The second absolute measure could not be assessed as information from NYSED was unavailable.

ICAHN 1 achieved its first comparative measure as the students of each Grade out scored their peers in the local school District 9.

ICAHN 1’s Effect Size for 2010-11 was 2.12, qualifying the school’s comparative performance rating to be identified as “Higher than expected to a large degree”

Growth among ICAHN 1 students was not assessed.

ICAHN 1 students outscored their peers in comparison schools by significant margins.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Optional	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of district 9 and of the following similar schools: PS/MS 4, PS 42, PS 55, IS 313, and IS 339.	Achieved

Action Plan

ICAHN 1 had a testing year with impressive results. While the change in scoring had a significant impact on outcome of percentages in each Level, ICAHN 1 students significantly outscored their peers in District 9.

In the coming year we shall continue to analyze the impact of our instruction on our students to identify possible changes we can introduce to support their increased academic achievement.

MATHEMATICS

Goal 1: Mathematics

All Icahn Charter School 1 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts

Background

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill Mathematics for grades K–5 and Glencoe Math for grades 6-8, workbooks, technology and a strong emphasis on hands-on learning and by-monthly assessments. Our Mathematics specialist provides small group instruction (Targeted Assistance\TA) for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of Mathematics. The results of all practice tests go through an intensive error analysis by the Director of Assessment and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and Mathematics specialist to provide remediation lessons for the targeted children. Our process of ongoing assessments ensures that the program will closely monitor the child’s progress and promote the child out of TA where appropriate, as well as accept new students as required by their practice test results. The Mathematics program is personally supervised by the Principal, Staff Developer, and the Director of Assessment. We review all existing readers and math materials to create alignment with the ever changing NYS curriculum. We retain the services of additional Mathematics specialists from the New York City Math Project at Lehman College, who are responsible for demonstration lessons and participate in developing teaching strategies for K-8. The children in grades K-8 began utilizing the SuccessMaker software in Math in 2009-10 school year as a means of improving student math ability. SuccessMaker offers individualized math prescriptions.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.⁸

Method

The school administered the New York State Testing Program mathematics assessment to students in **grades** 3 through 8 in April 2013. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2012-13 State Mathematics Exam

⁸ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year’s using the state’s published results for scoring at proficiency.

Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	34	0	0	0	34
4	40	0	0	0	40
5	33	0	0	0	33
6	35	0	0	0	35
7	36	0	0	0	36
8	30	0	0	0	30
All	208	0	0	0	208

Results

2012-13 is the first year NYS testing has been based on the core curriculum standards. The results constitute a baseline for use in subsequent years. They also display a significant difference between the proficiency levels achieved as compared with the school’s performance measures, where 75% of students are to demonstrate proficiency. When students who have not been enrolled at the school for at least two years were subtracted from the total proficiency levels dropped at each grade level.

Students completing the NYS 3rd through 8th grade Math assessments had either been enrolled at the school for at least two years, or were newer to the school. The table below illustrates the difference between those who have been enrolled for at least two years, and others as follows: Grade 3 (33 and 1 = 34); Grade 4 (38 and 2 = 40); Grade 5 (32 and 1 = 33); Grade 6 (34 and 1=35); Grade 7 = 36; and Grade 8 = 30. All students in Grades 7 and 8 have been enrolled at the school for at least two years.

**Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	55.9	34	57.5	33
4	50.0	40	52.6	38
5	72.7	33	75.0	32
6	77.2	35	76.5	34
7	44.5	36	44.5	36
8	46.6	30	46.6	30
All	57.8	208	58.78	203

⁹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Evaluation

The measure was not made school-wide, however in grades 5, and 6, students met or exceeded the measure.

Additional Evidence

Comparison of 2010-11 and 2011-12 scores shows students in each of eight cohorts demonstrated or continued to demonstrate high performance ranging from 97% to 100%. As the result of the impact of the NYSED testing system, based on the common core learning standards, all cohorts dropped to below the 75% target to 58.78% with a range of 44.5% (grade 7) to 76.5% (grade 6). Two grades, 5 and 6 met or exceeded the 75% proficiency target.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	35	100	37	57.5	33
4	100	35	100	36	52.6	38
5	100	36	100	32	75.0	32
6	100	36	97.2	35	76.5	34
7	100	37	97.3	37	44.5	36
8	100	34	100	35	46.6	30
All	100	213	99.0	212	58.78	203

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁰

¹⁰ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

ICAHN 1 students in grades 3 through 8 achieved a Performance Index value of 153.9.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
208	3.8	38.5	38.5	19.2

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 38.5 & + & 38.5 & + & 19.2 & = & 96.2 \\
 & & & & 38.5 & + & 19.2 & = & \underline{57.7} \\
 & & & & & & \text{PLI} & = & 153.9
 \end{array}$$

Evaluation

The measure cannot be determined until NYSED releases the AMO.

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

Leave Blank

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹¹

Results

While ICAHN 1 students in grades 3 through 8, as a collective, outscored their District 9 peers by 46.3%, they did not demonstrate the absolute proficiency measure. Students in each grade outscored their District 9 peers as follows: Grade 3 – 42.5%; Grade 4 – 38.6%; Grade 5 – 63.3%; Grade 6 – 63.8%; Grade 7 – 34.2%; and Grade 8 – 35.1%.

¹¹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	57.5	33	14.7	3048
4	52.6	38	14.0	2856
5	75.0	32	11.7	2770
6	76.5	34	12.7	2909
7	44.5	36	10.3	2999
8	46.6	30	11.5	2986
All	58.78	203	12.48	17,568

Evaluation

The measure was met.

Additional Evidence

While ICAHN 1 grades 3 through 8 students did not achieve the target proficiency measure, given the impact of testing based on the common core learning standards, they did maintain a significant difference in their performance as compared with their District 9 peers at 46.3%.

Across the three years from 2010-11 through 2012-13, ICAHN 1 students outscored their District 9 peers by 50.7% and 57.3% respectively. While the difference in 2012-13 was significant at 46.3%, the impact of common core-based testing had an impact.

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	80.0	38.6	100	36.0	57.5	14.7
4	91.4	42.7	100	46.7	52.6	14.0
5	91.4	45.3	100	46.3	75.0	11.7
6	88.9	38.2	97.2	43.7	76.5	12.7
7	91.6	38.1	97.3	36.8	44.5	10.3
8	100.0	36.1	100	40.7	46.6	11.5
All	90.5	39.8	99.0	41.7	58.78	12.48

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹²

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

As a result of the 2011-12 Comparative Performance Analysis ICAHN 1 students achieved an Effect Size of 1.85. The school was identified as “higher than expected to a large degree”

2011-12 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		38	76.4	50.8	25.6	1.35
4		36	94.5	59.6	34.9	1.91
5		34	97.1	57.4	39.7	2.00
6		37	89.2	51.8	37.4	1.75
7		37	89.1	49.7	39.4	1.82
8		35	100.0	47.1	52.9	2.35
All	70.6%	217	90.8	52.7	38.1	1.85

School’s Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

¹² The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

The measure was met.

Additional Evidence

The school has consistently scored well above the required Effect Size.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-8	-	-	-	-	-
2010-11	3-8	65	216	90.7	53.9	1.81
2011-12	3-8	70.6	217	90.8	52.7	1.85

Goal 1: Growth Measure¹³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

Results

Leave Blank

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Goal2: Optional Measure

Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of district 9 and of the following similar schools: PS/MS 4, PS 42, PS 55, IS 313, and IS 339.

Method

This measure compares the performance of ICAHN 1 students with those of District 9, and four comparable schools, which are PS/MS 4, PS 42, PS 55, IS 313, and IS 339. Data were collected from recently released 2010-11 NYSED ELA and Math scores.

Results

On the 2011-12 NYS Math examination, ICAHN 1 students in Grades 3-8 out-scores their peers in each of the comparable schools, whether those schools were K-8 (PS/MS-4), elementary (PS-42, or PS-55) or middle school (IS 313 or IS 339). Icahn 1 students outscored PS/IS – 4 students by 24%, PS-42 and PS 55 by approximately 51%, and IS 313 and IS 339 by more than 52%

2012-2013 NYS ELA Percent Level 3 or Higher By All Students*						
School	PS/MS 4	PS 42	PS 55	IS 313	IS 339	ICAHN 1
Grade 3	22.0	2.8	14.4			55.9
Grade 4	5.4	6.8	9.5			50.0
Grade 5	22.9	13.9	3.6			72.7
Elem Avg	16.7	7.8	9.16			59.5
Grade 6	31.0			4.9	5.6	77.2
Grade 7	64.6			1.4	2.3	44.5
Grade 8	55.6			2.9	3.8	46.6
MS Avg	31.8			3.09	3.9	56.1
Total	33.58					57.8

Evaluation

The measure was met

Additional Evidence**Summary of the Mathematics Goal**

ICAHN 1 did not achieve its Absolute 1 measure in 2012-13. 3rd through 8th grade students enrolled for at least two years achieved 58.78% proficiency. Two grades, 5 and 6 did reach or surpass the 75% proficiency target.

The second absolute measure could not be assessed as information from NYSED was unavailable.

ICAHN 1 achieved its first comparative measure as the students of each Grade out scored their peers in the local school District 9.

ICAHN 1's Effect Size for 2010-11 was 1.85, qualifying the school's comparative performance rating to be identified as "Higher than expected to a large degree"

Growth among ICAHN 1 students was not assessed.

ICAHN 1 students outscored their peers in comparison schools by significant margins.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Optional	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of district 9 and of the following similar schools: PS/MS 4, PS 42, PS 55, IS 313, and IS 339.	Achieved

Action Plan

ICAHN 1 met all of its measures. ICAHN 1 will continue utilizing the NYC Math Project as well as ongoing assessment and remediation as needed. In addition, we will continue to align our curriculum and provide current texts as the NYS Education Department modifies its mathematic strands. Additionally we will use Pearson's SuccessMaker to meet every child's individual needs in mathematics.

SCIENCE

Goal 3: Science

All Icahn Charter School 1 students will demonstrate competency in understanding and application of scientific reasoning.

Background

The ICAHN 1 science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text. An important change in our science program is the addition of our science lab in the new middle school. All students have their own microscope and a complete supply of slides for individual and independent study, curriculum-aligned DVDs and software, as well as completely stocked library for independent reading in the area of science. All classes in the middle school and the lower school have smart boards. We are therefore planning to provide distance learning to our students in this area. It is our intention to continue to provide advanced instruction in science to enable our students to take the high school Biology Regents, as we have done in the area of foreign language and mathematics.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grades in spring 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Icahn I's 4th and 8th grade students enrolled for at least two years scored 100% and 96.1% proficiency on the NYS 4th and 8th grade science examination.

**Charter School Performance on 2012-13 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	38	Data are not available	
8	96.1	29		

Evaluation

The measure was met.

Additional Evidence

During the three-year period between 2010-11 and 2012-13 4th grade students have consistently scored high on the NYS Science examination, scoring an average of 99% proficiency each year. With the exception of 2011-12, when 8th grade students scored 77% proficiency, they averaged 95% proficiency.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	35	97	36	100	38
8	94.1	34	77	35	96.1	29
All	97.05	69	87	71	98.4	67

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

100% of ICAHN 1's 4th grade students achieved Level 3 or 4 on the NYSED Science examination.
 96.1% of ICAHN 1's 8th grade students achieved Level 3 or 4 on the NYSED Science examination.

**2012-13 State Science Exam
 Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested

4	100	38	Data Not Available
8	96.1	29	Data Not Available

Evaluation

The measure was met.

Additional Evidence

The comparison of 4th and 8th grade science scores achieved by ICAHN 1 and District 9 students cannot be made until District 9 data are available. In previous years ICAHN 1's 4th and 8th grade students have outscored their District 9 peers by 31.5% and 28.05% respectively. Based on previous performance the likelihood of District 9 students achieving 98.5% is low.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	97	72	100	71	100	*
8	100	33	94.1	36	96.1	
All	98.5	67	97.05	69	98.05	

- Data not Available

Summary of the Science Goal

Icahn 1's 4th and 8th grade students enrolled for at least two years scored respectively 100% and 96.1% proficiency on the NYS 4th and 8th grade science examination.

Comparisons with District 9 were limited to years 2010-11 and 2011-12. In those years ICAHN 1's 4th and 8th grade students outscored their District 9 peers by approximately 30%. Given previous comparisons it is probable ICAHN 1 students outscored their District 9 peers in 2012-13.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	(Achieved)

Action Plan

As stated previously, we will continue our efforts to ensure that our students are provided with all available resources and their instruction is aligned with the NYS standards in Science.

NCLB

Goal 5: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

ICAHN 1 has met the NCLB requirement for the 2012-13 school year, and every other year the school has been in operation. We began NYS testing in the 2003-04 school year and have consistently been recognized as "a school in good standing" since that time. To achieve this status of a "school in good standing", we had to meet the Annual Yearly Progress (AYP), thereby demonstrating that the children's achievement was in accordance with NCLB requirements. In fact, our achievement was significantly higher than the NCLB requirements and greatly exceeded the neighborhood schools.

Evaluation

The measure was met.

Additional Evidence

As illustrated below, ICAHN 1 has met the NCLB requirement for the last 3 years

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Parents will demonstrate a strong support and commitment to the school

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

A parent survey is provided to all parents/guardians of students who attend ICAHN 1. The survey contains fifteen (15) questions on the school's performance with options to select from A to D, with A equaling poor and D equaling excellent. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school. Below is a copy of the survey provided to the parents/guardians.

Results

228 responses pertaining to 15 questions contained in the 2012-13 Parent Satisfaction Survey, were received. The data are illustrated in three tables. The first shows a response rate of 70% among 328 families. The second shows survey results and indicates the number of parents who selected each choice offered for each question asked.

2012-13 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
228	328	70%

2012-13 Parent Satisfaction on Key Survey Results

Total Parent # = 228	Percent of Respondents Satisfied %
1. I feel welcome when I visit the school.	89.03
2. This school provides a safe environment for learning.	93.85
3. My child has up-to date instructional tools.	96.05
4. School holds high academic expectations.	94.73
5. Schools hold high discipline expectations.	92.10
6 Parent regularly reads progress report and notices sent from school	96.92
7. Homework assignments area valuable contribution to my child's learning	97.36
8. Sufficient material provided by school to aid in learning and homework.	96.05
9. Child receiving a quality education.	96.05

10. The school keeps me informed about what goes on at the school.	88.15
11. School's goal to parent(s) are clear.	90.78
12. School property and building are clean and well maintained.	89.47
13. Parent would send other siblings to our school	96.92
14. Parent will recommend the school to other parents.	93.41
15. My child's attendance is monitored by the school calling about absences.	94.29

Evaluation

The measure was met.

Goal S: Absolute Measure
 Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Tracking of ICAHN 1 students is maintained by the Principal, using attendance records, and interactions with parents.

Results

290 students returned to ICAHN 1 in the Fall 2012, representing 98 percent of students after subtracting the 35 graduating students.

2012-13 Student Retention Rate

2011-12 Enrollment	Number of Students Who Graduated in 2011-12	Number of Students Who Returned in 2012-13	Retention Rate 2012-13 Re-enrollment ÷ (2011-12 Enrollment – Graduates)
331	35	290	98%

Evaluation

The measure was met.

Additional Evidence

Year	Retention Rate
2009-10	100.00
2010-11	97.35
2011-12	98.60
2012-13	98.00

Goal S: Absolute Measure
 Each year the school will have a daily attendance rate of at least 95 percent.

Method

For each month, the principal determines the number of instructional days. Each teacher records the presence or absence of each student on each instructional day of the month. The principal maintains a spread sheet with monthly attendance data from each class. The data includes: Total Number of School Days, Average Daily Attendance, Aggregate Attendance Percent for the Month, Total Number of Attendees, and Maximum Number of Attendees.

Results

Icahn Charter School 1 met its attendance measure. Five grades, 2, 3, 5, 7 and 8 met the measure, while the remaining attendance levels were slightly below 95%. No attendance level was below 94%.

2012-13 Attendance

Grade	Average Daily Attendance Rate
1	94.78
2	96.05
3	95.71
4	94.51
5	95.70
6	93.76
7	95.44
8	95.57
Overall	95.30%

Evaluation

The measure was met.

Additional Evidence

Year	Average Daily Attendance Rate
2009-10	95.00
2010-11	95.30
2011-12	95.68